1. Module 1
    1. Place Value and Names for Numbers ADA
    2. Addition and Subtraction of Whole Numbers: Addition of Whole Numbers

Place Value and Names for Numbers ADA
This module presents a definition of whole numbers and then talks about how numbers are named in English. It presents the idea of periods, such as units, thousands, millions, and so on. It has several exercises for writing out numbers into words.

Numbers and Numerals

Numbers that are formed using only the following digits are called **whole numbers**:

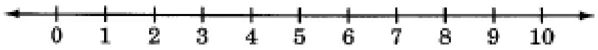
0 1 2 3 4 5 6 7 8 9

The whole numbers in order are:

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, …

The three dots at the end mean “and so on in the same pattern.”

The whole numbers can be visualized by constructing a number line. To construct a number line, we simply draw a straight line and choose any point on the line and label it 0. This point is called the origin. We then choose some convenient length, and moving to the right, mark off consecutive and equal intervals (parts) along the line starting at 0. We label each new interval endpoint with the next whole number.



We can visually display a whole number by drawing a closed circle at the point labeled with that whole number. Another phrase for visually displaying a whole number is graphing the whole number. The word **graph** means to “visually display.”

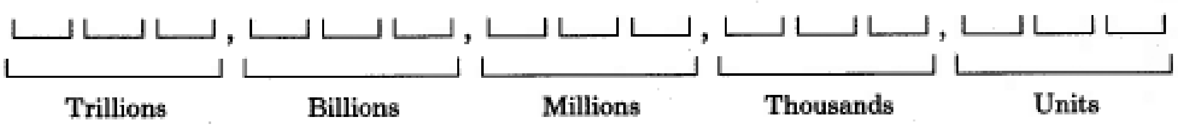
The Names for Whole Numbers

The Hindu-Arabic numerals 0 1 2 3 4 5 6 7 8 9 are called digits. We can form any number in the number system by selecting one or more digits and placing them in certain positions. Each position has a particular value. The Hindu mathematician who devised the system in about 500 A.D. stated that “from place to place each is ten times the preceding.” It is for this reason that our number system is called a positional number system with base ten.

When numbers are composed of more than three digits, commas are sometimes used to separate the digits into groups of three (such as 1,465,345). These groups of three are called periods, and they greatly simplify reading numbers.

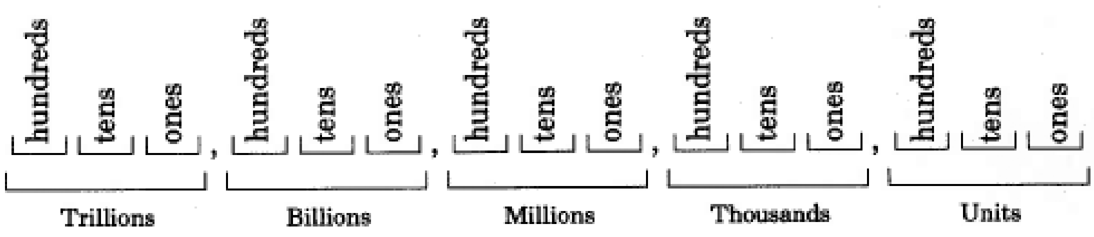
In the Hindu-Arabic numeration system, a period has a value assigned to each of its three positions, and the values are the same for each period. The position values are from right to left ones, tens, hundreds.

Each period contains a position for the values of one, ten, and hundred. Notice that, in looking from right to left, the value of each position is ten times the preceding. Each period has a particular name.



As we continue from right to left, there are more periods. The five periods listed above are the most common, and in our study of introductory mathematics, they are sufficient.

The following diagram illustrates our positional number system to trillions. (There are, to be sure, other periods.)



In our positional number system, the **value of a digit** is determined by its position in the number.

Because our number system is a positional number system, reading and writing whole numbers is quite simple.

Reading Whole Numbers

To convert a number that is formed by digits into a verbal phrase, use the following method:

1. Beginning at the right and working right to left, separate the number into distinct periods by inserting commas every three digits (e.g. “123456” becomes “123,456”).
2. Beginning at the left, read each period individually, saying the period name.

Here are a few examples for writing the numbers as words.

Example 1

Write out 42958.

1. Beginning at the right, we can separate this number into distinct periods by inserting a comma between the 2 and 9, which is 42,958.
2. Beginning at the left, we read each period individually:
    - Thousands period: __ 4 2 → Forty-two thousand,
    - Units period: 9 5 8 → nine hundred fifty-eight.

Solution: Forty-two thousand, nine hundred fifty-eight.

Example 2

Write out 307991343.

1. Beginning at the right, separate this number into distinct periods by placing commas between the 1 and 3, and the 7 and 9, resulting in “307,991,343”.
2. Beginning at the left, read each period individually.

- Millions period: 3 0 7 → Three hundred seven million,
- Thousands period: 9 9 1 → nine hundred ninety-one thousand,
- Units period: 3 4 3 → three hundred forty-three.

Solution: Three hundred seven million, nine hundred ninety-one thousand, three hundred forty-three

Example 3

Write out 36000000001.

1. Beginning at the right, separate this number into distinct periods by placing commas, resulting in 36,000,000,001.
2. Beginning at the left, read each period individually.

- Trillions period: __ 3 6 → Thirty-six trillion,
- Billions period: 0 0 0 → zero billion,
- Millions period: 0 0 0 → zero million,
- Thousands period: 0 0 0 → zero thousand,
- Units period: 0 0 1 → one.

Solution: Thirty-six trillion, one.

Exercises

Write out each number in words.

Exercise:

Problem: Write out 12,341.

Solution:

Twelve thousand, three hundred forty-one.

Exercise:

Problem: Write out 202,082,003.

Solution:

Two hundred two million, eighty-two thousand, three.

Exercise:

Problem: Write out 1,000,010.

Solution:

One million, ten.

For the following exercises, write the numbers for the following text.

Exercise:

Problem: Four hundred sixty thousand, five-hundred forty two.

Solution:

460,542

Exercise:

Problem: Fourteen million, sixteen thousand, seven.

Solution:

14,016,007

Exercise:

Problem: Three billion, eight-hundred three thousand.

Solution:

3,000,803,000

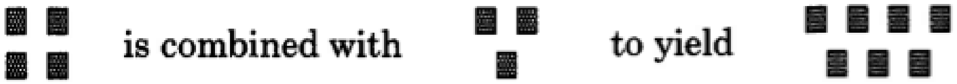
Addition and Subtraction of Whole Numbers: Addition of Whole Numbers
This module is from Fundamentals of Mathematics by Denny Burzynski and Wade Ellis, Jr. This module discusses how to add whole numbers. By the end of this module, students should be able to understand the addition process, add whole numbers, and use the calculator to add one whole number to another.

Section Overview

- Addition
- Addition Visualized on the Number Line
- The Addition Process
- Addition Involving Carrying
- Calculators

Addition

Suppose we have two collections of objects that we combine together to form a third collection. For example,



We are combining a collection of four objects with a collection of three objects to obtain a collection of seven objects.

Addition
The process of combining two or more objects (real or intuitive) to form a third, the total, is called **addition**.

In addition, the numbers being added are called **addends** or **terms**, and the total is called the **sum**. The **plus symbol** (+) is used to indicate addition, and the **equal symbol** (=) is used to represent the word "equal." For example, $4 + 3 = 7$ means "four added to three equals seven."

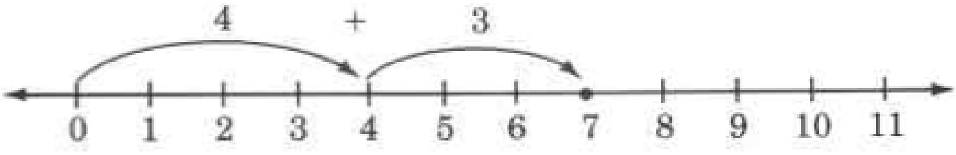
Addition Visualized on the Number Line

Addition is easily visualized on the number line. Let's visualize the addition of 4 and 3 using the number line.

To find $4 + 3$,

1. Start at 0.
2. Move to the right 4 units. We are now located at 4.
3. From 4, move to the right 3 units. We are now located at 7.

Thus, $4 + 3 = 7$.



The Addition Process

We'll study the process of addition by considering the sum of 25 and 43.

$$\begin{array}{r} 25 \\ +43 \end{array} \quad \text{means}$$

$$\begin{array}{r} 2 \text{ tens} + 5 \text{ ones} \\ +4 \text{ tens} + 3 \text{ ones} \\ \hline 6 \text{ tens} + 8 \text{ ones} \end{array}$$

We write this as 68.

We can suggest the following procedure for adding whole numbers using this example.

Example:
The Process of Adding Whole Numbers
To **add whole numbers**,
The process:

1. Write the numbers vertically, placing corresponding positions in the same column.

$$\begin{array}{r} 25 \\ +43 \end{array}$$

2. Add the digits in each column. Start at the right (in the ones position) and move to the left, placing the sum at the bottom.

$$\begin{array}{r} 25 \\ +43 \\ 68 \end{array}$$

Note: Confusion and incorrect sums can occur when the numbers are *not aligned* in columns properly. Avoid writing such additions as

$$\begin{array}{l} 25 \\ +43 \end{array}$$

$$\begin{array}{l} 25 \\ +43 \end{array}$$

Sample Set A

Example:

Add 276 and 103.

$$\begin{array}{rl} 276 & 6+3=9. \\ +103 & 7+0=7. \\ 379 & 2+1=3. \end{array}$$

Example:
Add 1459 and 130

$$\begin{array}{r} 1459 \\ +130 \\ 1589 \end{array} \qquad \begin{array}{l} 9+0=9. \\ 5+3=8. \\ 4+1=5. \\ 1+0=1. \end{array}$$

In each of these examples, each individual sum does not exceed 9. We will examine individual sums that exceed 9 in the next section.

Practice Set A

Perform each addition. Show the expanded form in problems 1 and 2.
Exercise:

Problem: Add 63 and 25.

Solution:

88

$$\begin{array}{r} 6 \text{ tens} + 3 \text{ ones} \\ +2 \text{ tens} + 5 \text{ ones} \\ \hline 8 \text{ tens} + 8 \text{ ones} \end{array}$$

Exercise:

Problem: Add 4,026 and 1,501.

Solution:

5,527

$$\begin{array}{r} 4\text{ thousands} + 0\text{ hundreds} + 2\text{ tens} + 6\text{ ones} \\ +1\text{ thousand} \;\; + 5\text{ hundreds} + 0\text{ tens} + 1\text{ one} \\ \hline 5\text{ thousands} + 5\text{ hundreds} + 2\text{ tens} + 7\text{ ones} \end{array}$$

Exercise:

Problem: Add 231,045 and 36,121.

Solution:

267,166

Addition Involving Carrying

It often happens in addition that the sum of the digits in a column will exceed 9. This happens when we add 18 and 34. We show this in expanded form as follows.

$$\begin{array}{rcl} 18 & = & 1\text{ ten} \;+\; \overset{\text{This sum exceeds 9.}}{8\text{ ones}} \\ +34 & = & 3\text{ tens} + \;\; 4\text{ ones} \\ \cline{3-3} & & 4\text{ tens} + 12\text{ ones} = \underbrace{4\text{ tens} + \rlap{$\overbrace{\phantom{1\text{ ten} + 2\text{ ones}}}^{12\text{ ones}}$}1\text{ ten}} + 2\text{ ones} \\ & & \phantom{4\text{ tens} + 12\text{ ones}} = 5\text{ tens} + 2\text{ ones} \\ & & \phantom{4\text{ tens} + 12\text{ ones}} = 52 \end{array}$$

Notice that when we add the 8 ones to the 4 ones we get 12 ones. We then convert the 12 ones to 1 ten and 2 ones. In vertical addition, we show this conversion by **carrying** the ten to the tens column. We write a 1 at the top of the tens column to indicate the carry. This same example is shown in a shorter form as follows:

$$\begin{array}{r} \scriptstyle 1 \\ 18 \\ +34 \\ \hline 52 \end{array}$$

$8 + 4 = 12$ Write 2, carry 1 ten to the top of the next column to the left.

Sample Set B

Perform the following additions. Use the process of carrying when needed.

Example:

Add 1875 and 358.

$$\begin{array}{rcccc} & 1 & 1 & 1 & \\ & 1 & 8 & 7 & 5 \\ + & & 3 & 5 & 8 \\ \hline & 2 & 2 & 3 & 3 \end{array}$$

$5 + 8 = 13$ Write 3, carry 1 ten.

$1 + 7 + 5 = 13$ Write 3, carry 1 hundred.

$1 + 8 + 3 = 12$ Write 2, carry 1 thousand.

$1 + 1 = 2$

The sum is 2233.

Example:

Add 89,208 and 4,946.

$$\begin{array}{rccccc} & 1 & 1 & & 1 & \\ & 8 & 9, & 2 & 0 & 8 \\ + & & 4, & 9 & 4 & 6 \\ \hline & 9 & 4, & 1 & 5 & 4 \end{array}$$

$8 + 6 = 14$ Write 4, carry 1 ten.

$1 + 0 + 4 = 5$ Write the 5 (nothing to carry).

$2 + 9 = 11$ Write 1, carry one thousand.

$1 + 9 + 4 = 14$ Write 4, carry one ten thousand.

$1 + 8 = 9$

The sum is 94,154.

Example:

Add 38 and 95.

$$\begin{array}{r} {}^{1}{}^{1} \\ 38 \\ +\ 95 \\ \hline 133 \end{array}$$

$8 + 5 = 13$ Write 3, carry 1 ten.

$1 + 3 + 9 = 13$ Write 3, carry 1 hundred.

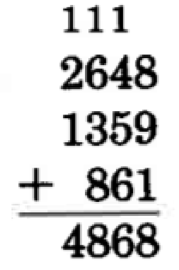
$1 + 0 = 1$

As you proceed with the addition, it is a good idea to keep in mind what is actually happening.

$$\begin{array}{rlrrr} 38 & \text{means} & & 3 \text{ tens} & + \ \ 8 \text{ ones} \\ \underline{+95} & & & +\ \ 9 \text{ tens} & \underline{+ \ \ 5 \text{ ones}} \\ & & & 12 \text{ tens} & + 13 \text{ ones} \\ & = & & 12 \text{ tens} + 1 \text{ ten} & + \ \ 3 \text{ ones} \\ & = & & 13 \text{ tens} & + \ \ 3 \text{ ones} \\ & = & 1 \text{ hundred} + & 3 \text{ tens} & + \ \ 3 \text{ ones} \\ & = & 133 & & \end{array}$$

The sum is 133.

Example:
Find the sum 2648, 1359, and 861.



$$\begin{array}{cccccc} & 1 & 1 & 1 & \\ & 2 & 6 & 4 & 8 \\ & 1 & 3 & 5 & 9 \\ + & & 8 & 6 & 1 \\ \hline & 4 & 8 & 6 & 8 \end{array}$$

$8 + 9 + 1 = 18$ Write 8, carry 1 ten.

$1 + 4 + 5 + 6 = 16$ Write 6, carry 1 hundred.

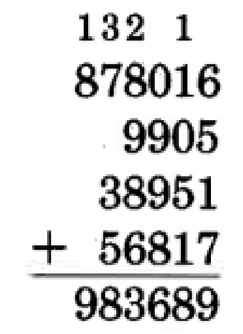
$1 + 6 + 3 + 8 = 18$ Write 8, carry 1 thousand.

$1 + 2 + 1 = 4$

The sum is 4,868.

Numbers other than 1 can be carried as illustrated in [link].

Example:
Find the sum of the following numbers.



$$\begin{array}{ccccccc} & 1 & 3 & 2 & & 1 & \\ & 8 & 7 & 8 & 0 & 1 & 6 \\ & & & 9 & 9 & 0 & 5 \\ & & 3 & 8 & 9 & 5 & 1 \\ + & & 5 & 6 & 8 & 1 & 7 \\ \hline & 9 & 8 & 3 & 6 & 8 & 9 \end{array}$$

$6+5+1+7=19$	Write 9, carry the 1.
$1+1+0+5+1=8$	Write 8.
$0+9+9+8=26$	Write 6, carry the 2.
$2+8+9+8+6=33$	Write 3, carry the 3.
$3+7+3+5=18$	Write 8, carry the 1.
$1+8=9$	Write 9.

The sum is 983,689.

Example:

The number of students enrolled at Riemann College in the years 1984, 1985, 1986, and 1987 was 10,406, 9,289, 10,108, and 11,412, respectively. What was the total number of students enrolled at Riemann College in the years 1985, 1986, and 1987?

We can determine the total number of students enrolled by adding 9,289, 10,108, and 11,412, the number of students enrolled in the years 1985, 1986, and 1987.

$$\begin{array}{r} {}^{1}{}^{11} \\ 9,289 \\ 10,108 \\ +11,412 \\ \hline 30,809 \end{array}$$

The total number of students enrolled at Riemann College in the years 1985, 1986, and 1987 was 30,809.

Practice Set B

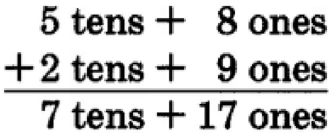
Perform each addition. For the next three problems, show the expanded form.

Exercise:

Problem: Add 58 and 29.

Solution:

87



$$\begin{array}{r} 5 \text{ tens} + 8 \text{ ones} \\ +2 \text{ tens} + 9 \text{ ones} \\ \hline 7 \text{ tens} + 17 \text{ ones} \end{array}$$

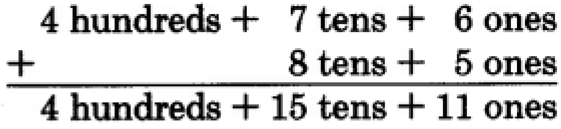
$$\begin{aligned} &= 7\text{tens} + 1\text{ten} + 7\text{ones} \\ &= 8\text{tens} + 7\text{ones} \\ &= 87 \end{aligned}$$

Exercise:

Problem: Add 476 and 85.

Solution:

561



$$\begin{array}{r} 4 \text{ hundreds} + 7 \text{ tens} + 6 \text{ ones} \\ + \phantom{4 \text{ hundreds} + 1}8 \text{ tens} + 5 \text{ ones} \\ \hline 4 \text{ hundreds} + 15 \text{ tens} + 11 \text{ ones} \end{array}$$

$$\begin{aligned} = 4 \text{ hundreds} + 15 \text{ tens} + 1 \text{ ten} + 1 \text{ one} \\ = 4 \text{ hundreds} + 16 \text{ tens} + 1 \text{ one} \\ = 4 \text{ hundreds} + 1 \text{ hundred} + 6 \text{ tens} + 1 \text{ one} \\ = 5 \text{ hundreds} + 6 \text{ tens} + 1 \text{ one} \\ = 561 \end{aligned}$$

Exercise:

Problem: Add 27 and 88.

Solution:

115

$$\begin{array}{r} 2 \text{ tens} + 7 \text{ ones} \\ +\ \ 8 \text{ tens} + 8 \text{ ones} \\ \hline 10 \text{ tens} + 15 \text{ ones} \end{array}$$

$= 10 \text{ tens} + 1 \text{ ten} + 5 \text{ ones}$
$= 11 \text{ tens} + 5 \text{ ones}$
$= 1 \text{ hundred} + 1 \text{ ten} + 5 \text{ ones}$
$= 115$

Exercise:

Problem: Add 67,898 and 85,627.

Solution:

153,525

For the next three problems, find the sums.

Exercise:

Problem:
57
26
84

Solution:

167

Exercise:

Problem:

$$\begin{array}{r} 847 \\ 825 \\ 796 \end{array}$$

Solution:

2,468

Exercise:

Problem:

$$\begin{array}{r} 16{,}945 \\ 8{,}472 \\ 387{,}721 \\ 21{,}059 \\ 629 \end{array}$$

Solution:

434,826

Calculators

Calculators provide a very simple and quick way to find sums of whole numbers. For the two problems in Sample Set C, assume the use of a calculator that does not require the use of an ENTER key (such as many Hewlett-Packard calculators).

Sample Set C

Use a calculator to find each sum.

Example:

$34+21$		Display Reads
Type	34	34
Press	+	34
Type	21	21
Press	=	55

The sum is 55.

Example:

$106+85+322+406$		Display Reads	
Type	106	106	The calculator keeps a running subtotal
Press	+	106	
Type	85	85	

Press	=	191	$\leftarrow 106 + 85$
Type	322	322	
Press	+	513	$\leftarrow 191 + 322$
Type	406	406	
Press	=	919	$\leftarrow 513 + 406$

The sum is 919.

Practice Set C

Use a calculator to find the following sums.

Exercise:

Problem: $62 + 81 + 12$

Solution:

155

Exercise:

Problem: $9{,}261 + 8{,}543 + 884 + 1{,}062$

Solution:

19,750

Exercise:

Problem: $10{,}221 + 9{,}016 + 11{,}445$

Solution:

30,682

Exercises

For the following problems, perform the additions. If you can, check each sum with a calculator.

Exercise:

Problem:$14 + 5$

Solution:

19

Exercise:

Problem: $12 + 7$

Exercise:

Problem: $46 + 2$

Solution:

48

Exercise:

Problem: $83 + 16$

Exercise:

Problem: $77 + 21$

Solution:

98

Exercise:

Problem: $\begin{array}{r} 321 \\ +\ \ 42 \end{array}$

Exercise:

Problem: $\begin{array}{r} 916 \\ +\ \ 62 \end{array}$

Solution:

978

Exercise:

Problem: $\begin{array}{r} 104 \\ +561 \end{array}$

Exercise:

Problem: $\begin{array}{r} 265 \\ +103 \end{array}$

Solution:

368

Exercise:

Problem: $552 + 237$

Exercise:

Problem: $8{,}521 + 4{,}256$

Solution:

12,777

Exercise:

Problem: $\begin{array}{r} 16{,}408 \\ +\ \ 3{,}101 \end{array}$

Exercise:

Problem: $\begin{array}{r} 16{,}515 \\ +42{,}223 \end{array}$

Solution:

58,738

Exercise:

Problem: $616{,}702 + 101{,}161$

Exercise:

Problem: $43{,}156{,}219 + 2{,}013{,}520$

Solution:

45,169,739

Exercise:

Problem: $17 + 6$

Exercise:

Problem: $25 + 8$

Solution:

33

Exercise:

Problem: $\begin{array}{r} 84 \\ +\ 7 \end{array}$

Exercise:

Problem: $\begin{array}{r} 75 \\ +\ 6 \end{array}$

Solution:

81

Exercise:

Problem: $36 + 48$

Exercise:

Problem: $74 + 17$

Solution:

91

Exercise:

Problem: $486 + 58$

Exercise:

Problem: $743 + 66$

Solution:

809

Exercise:

Problem: $381 + 88$

Exercise:

Problem:

$$\begin{array}{r} 687 \\ +175 \end{array}$$

Solution:

862

Exercise:

Problem:

$$\begin{array}{r} 931 \\ +853 \end{array}$$

Exercise:

Problem: $1{,}428 + 893$

Solution:

2,321

Exercise:

Problem: $12{,}898 + 11{,}925$

Exercise:

Problem: $\begin{array}{r} 631{,}464 \\ +509{,}740 \end{array}$

Solution:

1,141,204

Exercise:

Problem: $\begin{array}{r} 805{,}996 \\ +\ \ 98{,}516 \end{array}$

Exercise:

Problem: $\begin{array}{r} 38{,}428{,}106 \\ +522{,}936{,}005 \end{array}$

Solution:

561,364,111

Exercise:

Problem: $5{,}288{,}423{,}100 + 16{,}934{,}785{,}995$

Exercise:

Problem: $98{,}876{,}678{,}521{,}402 + 843{,}425{,}685{,}685{,}658$

Solution:

942,302,364,207,060

Exercise:

Problem: $41 + 61 + 85 + 62$

Exercise:

Problem: $21 + 85 + 104 + 9 + 15$

Solution:

234

Exercise:

Problem:

$$\begin{array}{rr} & 116 \\ & 27 \\ & 110 \\ & 110 \\ + & 8 \end{array}$$

Exercise:

Problem:

$$\begin{array}{r} 75{,}206 \\ 4{,}152 \\ +16{,}007 \end{array}$$

Solution:

95,365

Exercise:

Problem:

$$\begin{array}{r} 8{,}226 \\ 143 \\ 92{,}015 \\ 8 \\ 487{,}553 \\ 5{,}218 \end{array}$$

Exercise:

Problem:

50,006
1,005
100,300
20,008
1,000,009
800,800

Solution:

1,972,128

Exercise:

Problem:

616
42,018
1,687
225
8,623,418
12,506,508
19
2,121
195,643

For the following problems, perform the additions and round to the nearest hundred.

Exercise:

Problem:

1,468
2,183

Solution:

3,700

Exercise:

Problem: 928,725
15,685

Exercise:

Problem: 82,006
3,019,528

Solution:

3,101,500

Exercise:

Problem: 18,621
5,059

Exercise:

Problem: 92
48

Solution:

100

Exercise:

Problem: 16
37

Exercise:

Problem:
21
16

Solution:

0

Exercise:

Problem:
11,172
22,749
12,248

Exercise:

Problem:
240
280
210
310

Solution:

1,000

Exercise:

Problem:
9,573
101,279
122,581

For the next five problems, replace the letter m with the whole number that will make the addition true.

Exercise:

Problem: $\begin{array}{lr} & 62 \\ + & m \\ & 67 \end{array}$

Solution:

5

Exercise:

Problem: $\begin{array}{lr} & 106 \\ + & m \\ & 113 \end{array}$

Exercise:

Problem: $\begin{array}{lr} & 432 \\ + & m \\ & 451 \end{array}$

Solution:

19

Exercise:

Problem: $\begin{array}{lr} & 803 \\ + & m \\ & 830 \end{array}$

Exercise:

Problem: $$\begin{array}{rr} & 1{,}893 \\ + & m \\ & 1{,}981 \end{array}$$

Solution:

88

Exercise:

Problem:

The number of nursing and related care facilities in the United States in 1971 was 22,004. In 1978, the number was 18,722. What was the total number of facilities for both 1971 and 1978?

Exercise:

Problem:

The number of persons on food stamps in 1975, 1979, and 1980 was 19,179,000, 19,309,000, and 22,023,000, respectively. What was the total number of people on food stamps for the years 1975, 1979, and 1980?

Solution:

60,511,000

Exercise:

Problem:

The enrollment in public and nonpublic schools in the years 1965, 1970, 1975, and 1984 was 54,394,000, 59,899,000, 61,063,000, and 55,122,000, respectively. What was the total enrollment for those years?

Exercise:

Problem:

The area of New England is 3,618,770 square miles. The area of the Mountain states is 863,563 square miles. The area of the South Atlantic is 278,926 square miles. The area of the Pacific states is 921,392 square miles. What is the total area of these regions?

Solution:

5,682,651 square miles

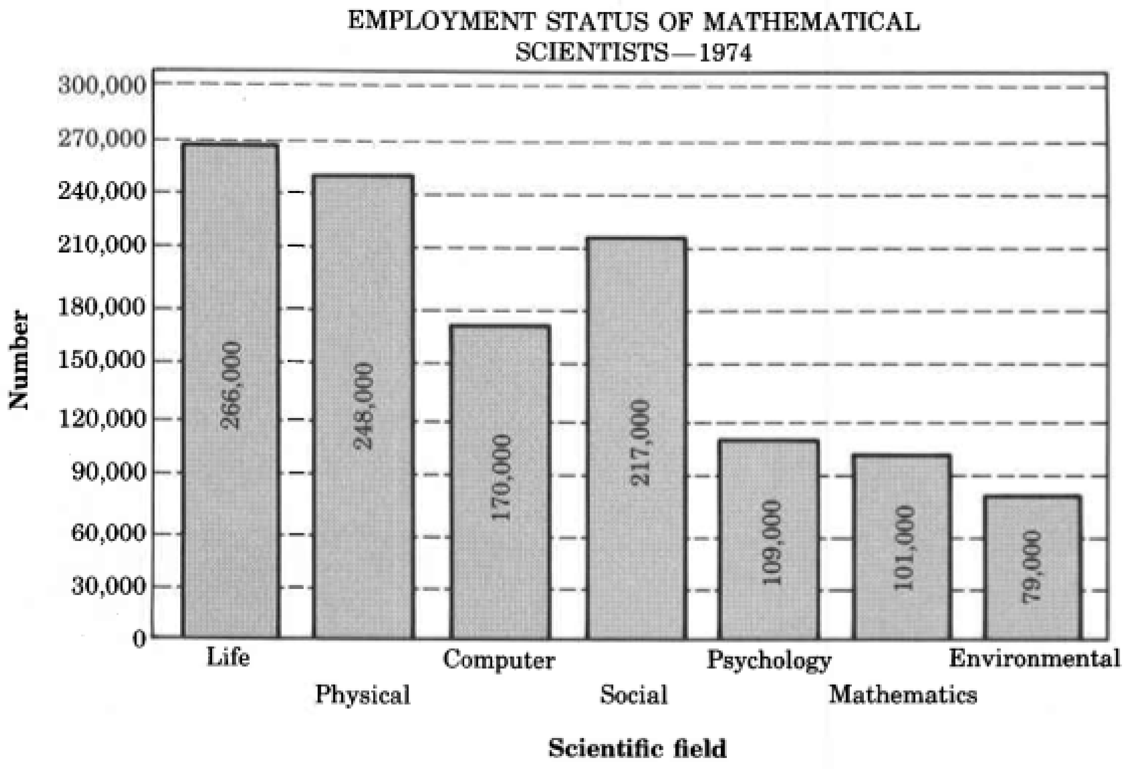
Exercise:

Problem:

In 1960, the IRS received 1,188,000 corporate income tax returns. In 1965, 1,490,000 returns were received. In 1970, 1,747,000 returns were received. In 1972 —1977, 1,890,000; 1,981,000; 2,043,000; 2,100,000; 2,159,000; and 2,329,000 returns were received, respectively. What was the total number of corporate tax returns received by the IRS during the years 1960, 1965, 1970, 1972 —1977?

Exercise:

Problem: Find the total number of scientists employed in 1974.



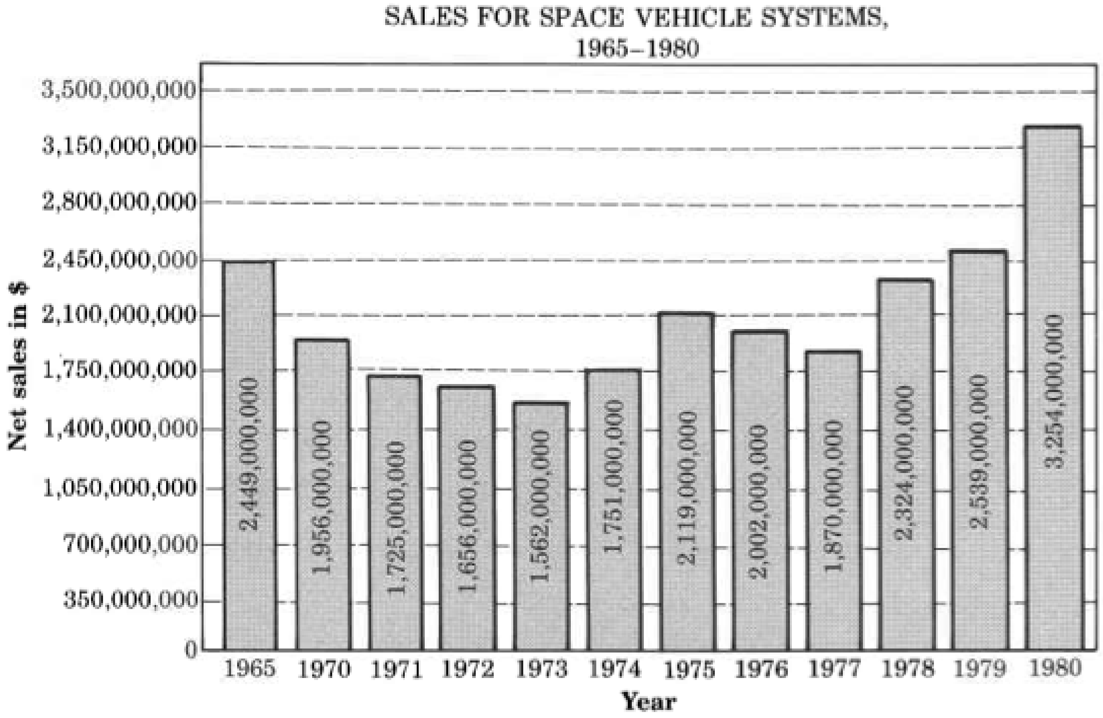
Solution:

1,190,000

Exercise:

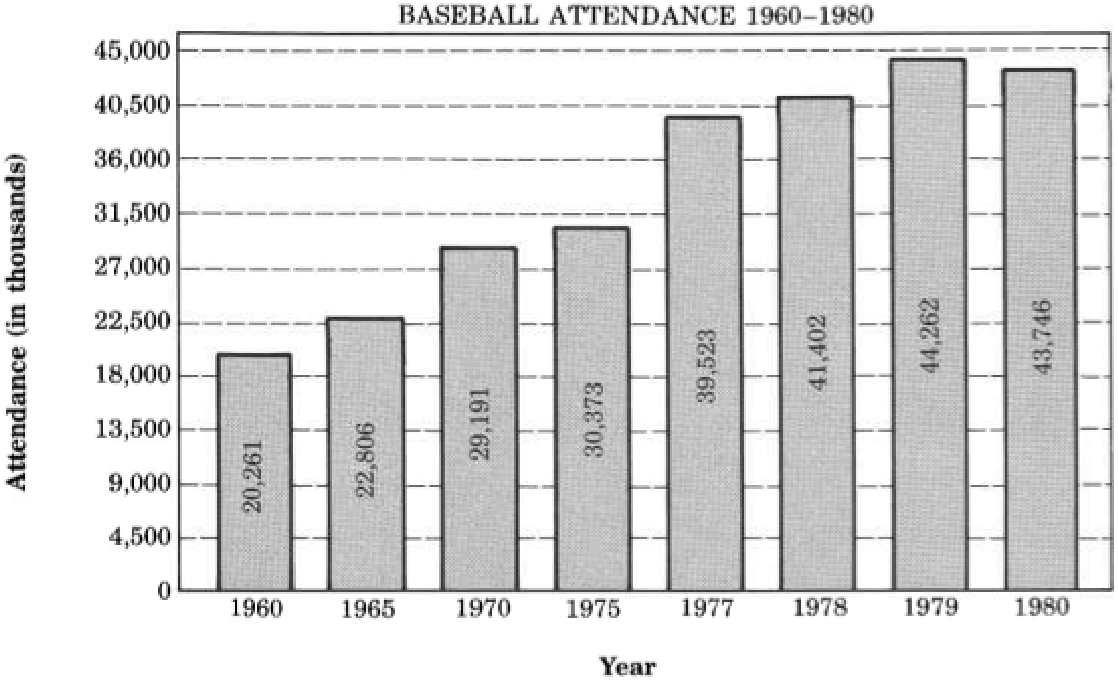
Problem:

Find the total number of sales for space vehicle systems for the years 1965-1980.



Exercise:

Problem: Find the total baseball attendance for the years 1960-1980.



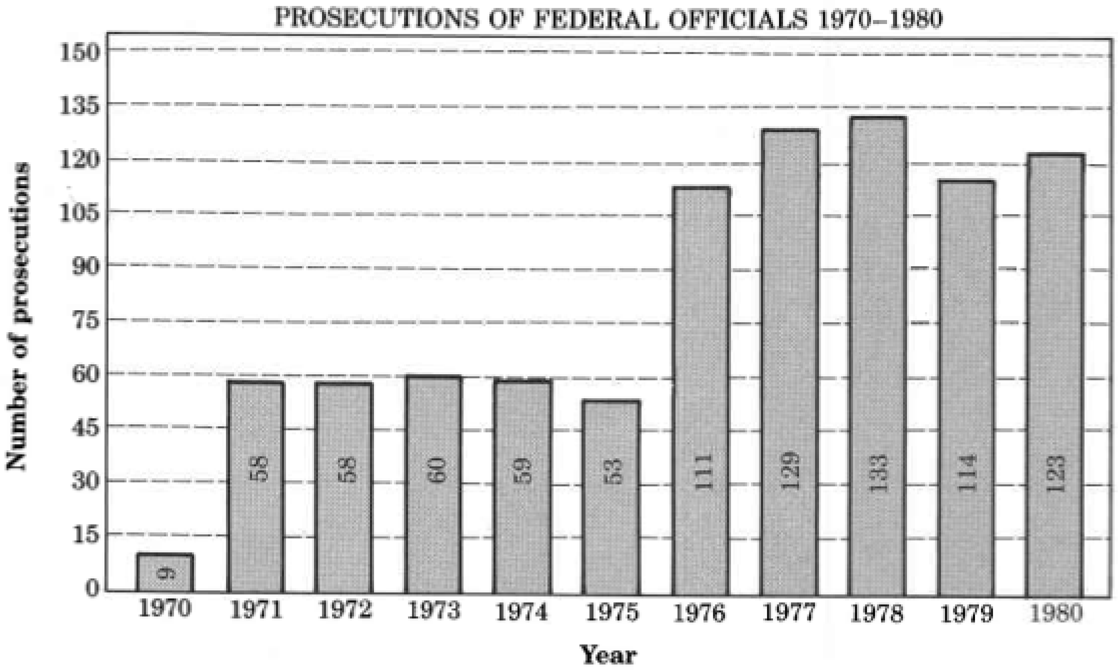
Solution:

271,564,000

Exercise:

Problem:

Find the number of prosecutions of federal officials for 1970-1980.



For the following problems, try to add the numbers mentally.

Exercise:

Problem:

$$\begin{array}{r}5\\5\\3\\7\end{array}$$

Solution:

20

Exercise:

Problem:

8
2
6
4

Exercise:

Problem:

9
1
8
5
2

Solution:

25

Exercise:

Problem:

5
2
5
8
3
7

Exercise:

Problem:
6
4
3
1
6
7
9
4

Solution:

40

Exercise:

Problem:
20
30

Exercise:

Problem:
15
35

Solution:

50

Exercise:

Problem:
16
14

Exercise:

Problem: 23
27

Solution:

50

Exercise:

Problem: 82
18

Exercise:

Problem: 36
14

Solution:

50

Exercises for Review

Exercise:

Problem:

([link]) Each period of numbers has its own name. From right to left, what is the name of the fourth period?

Exercise:

Problem:

([link]) In the number 610,467, how many thousands are there?

Solution:

0

Exercise:

Problem: ([link]) Write 8,840 as you would read it.

Exercise:

Problem: ([link]) Round 6,842 to the nearest hundred.

Solution:

6,800

Exercise:

Problem: ([link]) Round 431,046 to the nearest million.